2026 Primary Three Parent Engagement Session

PRE-READING SLIDES

FUHUA
FRUGALITY AND HONESTY

OUR VISION
Every Fuhua Gem – Learner, Leader and Innovator

OUR MISSION
Creating Opportunities · Leading Learning · Building Communities

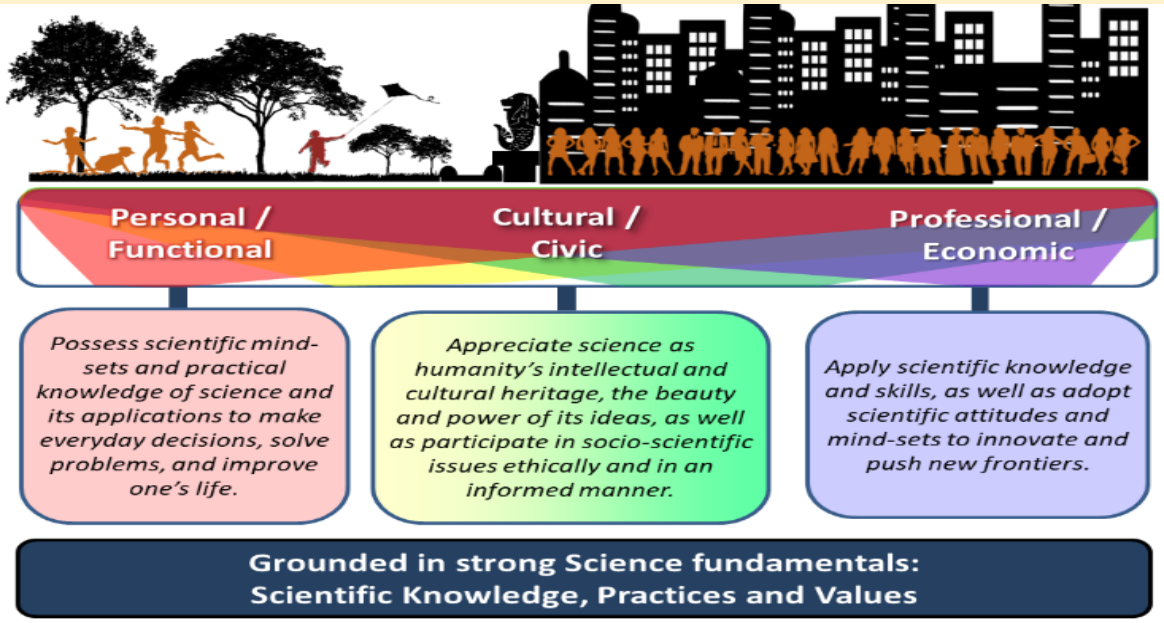
FUHUA PRIMARY SCHOOL

CURRICULUM MATTERS
SCIENCE @ PRIMARY 3

Science Curriculum Framework

Science for Life and Society

Science for Life and Society **captures the essence of the goals of science education, which can be achieved through developing in students a strong fundamentals in scientific knowledge, practices and values.**



The twin goals of science education are:

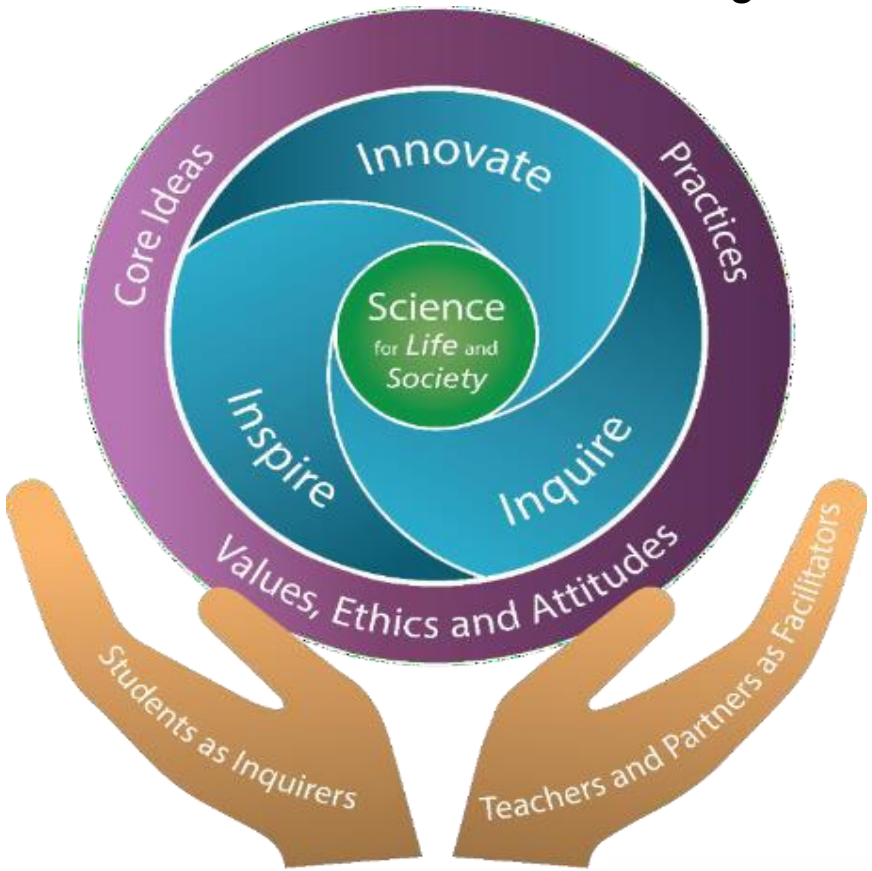
To enthuse and nurture all students to be scientifically literate

To provide strong Science fundamentals for students to innovate and pursue STEM for future learning and work

The goals of science education can be unpacked into three dimensions: personal/functional, cultural/civic and professional/economic.

Science Curriculum Framework

The *Science Curriculum Framework* below encapsulates the thrust of Science education in Singapore to provide students with a strong fundamentals in Science for life, learning, citizenry and work.



Goals
Science for Life and Society

Vision – 3 Ins
Inspire
Inquire
Innovate

Three Domains
Core Ideas
Practices
Values, Ethics and Attitudes

Stakeholders
Students as Inquirers
Teachers & Partners as Facilitators

Aims of the Primary Science Syllabus

Provide students with experiences/ opportunities to:

- ❑ build on their interest and stimulate their curiosity about themselves and their environment
- ❑ acquire basic scientific concepts to help them understand themselves and the world around them
- ❑ develop skills, dispositions and attitudes for scientific inquiry
- ❑ apply scientific concepts and skills in making responsible decisions
- ❑ appreciate how science influences people and the environment

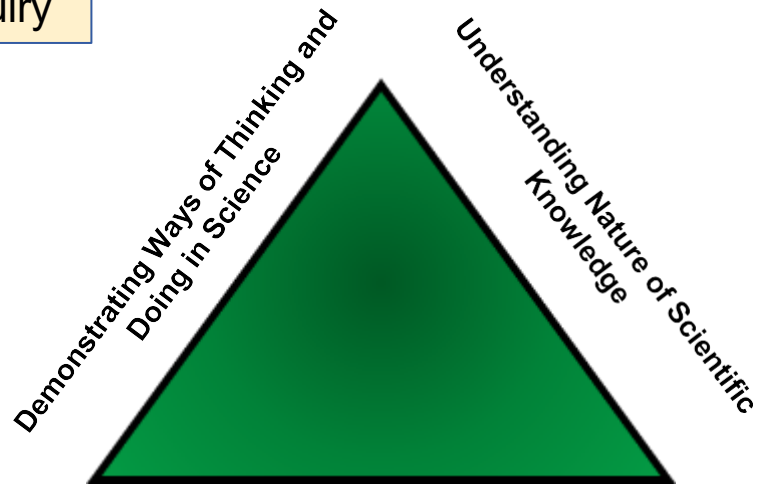
Syllabus Organisation

Levels	P3	P4	P5	P6
Themes	Diversity . Cycles . Systems . Interactions . Energy			
Topics	• Diversity of living and non-living things (General characteristics and classification) • Diversity of materials • Cycles in plants and animals (Life cycles) • Interaction of forces (Magnets)	• Cycles in matter and water (Matter) • Human system (Digestive system) • Plant system (Plant parts and functions) • Energy forms and uses (Light) • Energy forms and uses (Heat)	• Cycles in matter and water (Water) • Cycles in plants and animals (Reproduction) • Plant system (Respiratory and circulatory systems) • Human system (Respiratory and circulatory systems) • Electrical system	• Energy forms and uses (Photosynthesis) • Energy conversion • Interaction of forces (Frictional force, gravitational force, elastic spring force) • Interactions within the environment

Syllabus Content (Practices)

Set of established procedures and processes associated with scientific inquiry

Demonstrating WOTD		
Investigating	**Evaluating and Reasoning**	**Developing Explanations and Solutions**
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		



Relating Science-Technology-Society-Environment

How scientific knowledge is generated and established

Understanding NOS
Science is an evidence-based, model-building enterprise to understand the real world.
Science assumes natural causes, order and consistency in natural systems.
Scientific knowledge is generated through established procedures and critical debate.
Scientific knowledge is reliable, durable, open to change in light of new evidence.

Application of Science in society

Relating STSE
There are risks and benefits associated with the applications of Science in society.
Applications of Science often have ethical, social, economic and environmental implications.
Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry.

Syllabus Content (Practices)

Ways of Thinking and Doing (WOTD) supports students in learning science as inquirers and involves various skills and processes.

Demonstrating WOTD		
Investigating	**Evaluating and Reasoning**	**Developing Explanations and Solutions**
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions
Conducting experiments and testing solutions		
Analysing and interpreting data		

Syllabus Content (Practices)

There are 8 statements in WOTD which are unpacked into the explicit skills and processes which students will learn progressively at the end of P4 and P6.

Ways of thinking and doing		By the end of P4, students should be able to:	By the end of P6, students should be able to:
Posing questions and defining problems	This involves asking questions to make sense of the world (themselves and the environment) around them.	· Ask questions out of curiosity or to deepen understanding. · Ask questions which can be investigated.	
Designing investigations	This involves formulating questions or hypotheses and designing fair tests to find out answers to the questions or to verify the hypotheses.	· Recognise a fair test (changed/unchanged variables).	· Design a fair test (changed/unchanged variables).
Conducting investigations and testing solutions	This involves conducting investigations to gather data through making observations using our senses or instruments. This also involves knowing the functions and limitations of various apparatus, developing the ability to select and handle them appropriately for various tasks.	· Use senses, apparatus and equipment to gather data. · Investigate to find out answers to questions (guided investigations). · Record and/or compare observations/data with suggested scaffolding.	· Use senses and select appropriate apparatus and equipment to gather data. · Investigate to find out answers to questions (guided and open investigations). · Record and/or compare observations/data using a variety of forms e.g., notes, drawings and charts.
Analysing and interpreting data	This involves identifying and explaining the parts of objects, information (presented in different forms), as well as the patterns and relationships between these parts.	· Simple analysis of data and information in representations (e.g., tables, bar and line graphs, charts and diagrams) to infer patterns and relationships or explain findings.	· Analysis of data and information in representations (e.g., tables, bar and line graphs, charts and diagrams) to infer patterns and relationships or explain findings.

Syllabus Content (Practices)

Ways of thinking and doing		By the end of P4, students should be able to:	By the end of P6, students should be able to:
Communicating, evaluating and defending ideas with evidence	This involves receiving and presenting information and ideas in various forms. This also involves assessing the reasonableness, accuracy and quality of information and ideas.	• Communicate (e.g., written, verbal, pictorial, tabular or graphical) clear explanation and reasoning. • Seek clarification to deepen understanding.	
Making informed decisions and taking responsible actions	This involves establishing and applying criteria to select from among seemingly equal alternatives. The process of establishing criteria involves consideration of the consequences and values.	• State or select options based on appropriate criteria with reasons.	
Using and developing models	This involves using multiple representations to describe, explain and predict phenomena.	· Use multiple representations (e.g., pictures, charts, diagrams, tables, graphs) to explain concepts, describe and predict phenomena.	
Constructing explanations and designing solutions	This involves generating ideas and justifying them to remedy or alter a problem situation.	· Construct possible explanations and generate ideas.	

Teaching and Learning Approaches and Resources

Integrated suite of resources includes textbooks, activity books, hands-on kits, SLS and teaching and learning guide (TLG).

Supports teachers in facilitating students' learning experiences

Alignment of various resources

- Textbook
- Activity Book
- Hands-on Kits (SPARKLE)
- SLS

Teaching & Learning Guide

School-based Assessment for Science

Provides complete picture of students' performance and progress

Informs effectiveness of teaching and learning process

Primary 3 Science weighting and Assessment mode for school-based assessment

Term 1	Term 2	Term 3	Term 4	Overall (%)
Weighted Assessment 1 (%)	**Weighted Assessment 2 (%)**	**Weighted Assessment 3 (%)**	**End of Year Assessment (%)**	
15	15	15	55	100
Class Activity Students design a simple classification table on things around them based on similarities and differences.	**Pen-and-Paper Test** ▪ Booklet A - Multiple Choice Questions (20 marks) ▪ Booklet B - Open-ended Questions (10 marks)	**Practical Test** • Hands-on tasks that require students to make observations and express them appropriately, compare and classify objects using suitable characteristics, follow procedure and record results from an experiment.	**Pen-and-Paper Test** ▪ Booklet A - Multiple Choice Questions (28 marks) ▪ Booklet B - Open-ended Questions (22 marks)	

CO-CURRICULAR ACTIVITIES (CCA)

Purpose of CCA

- Learn core values, social and emotional competencies and the 21st century competencies
- Develop CCA specific knowledge, skills, values and attitudes.
- Provide common space to build friendships and social integration among students of diverse backgrounds
- Provide active and meaningful experience which caters to a broad spectrum of interests and talents
- Develop a sense of identity and belonging to the school

3Es of CCA

Primary 4 to 6 – Students get to nurture and develop their interests

Primary 3 – Students get to 'sample' the different CCAs

Experience	Engagement	Excellence
Students explore their interests and talents in the various CCAs on offer in our school.	Having identified their interests, students nurture these interests and participate in organized CCA sessions and training.	Students take the next step towards developing their talents and strengths at a higher level and participate in performances and competitions.

CCA Subcategories

Experience	Engagement	Excellence
Students explore their interests and talents in the various CCAs on offer in our school.	Having identified their interests, students nurture these interests and participate in organized CCA sessions and training.	Students take the next step towards developing their talents and strengths at a higher level and participate in performances and competitions.

CCA Subcategories	
Excellence CCA	**Engagement CCA**
Stretch Potential of students ***For selected students with potential***, there will be more commitment (e.g. time - extra trainings/sessions, effort – more rigorous sessions) **Higher profile exposure with higher expectations** - Interschool/Regional Competitions - National School games (NSG)/Singapore Youth Festival (SFY) **More competitive recruitment process** for some CCA (fewer CCA slots)	**Expose Students** Lower profile competitions e.g. Friendly matches with other schools/NSG for exposure, school performances, submissions to competitions

CCA Selection Process

- P3 students will get to experience **ALL CCAs** in Term 1 and Term 2 to help them be aware of their strengths and preferences.
- CCA selection will be done at the **end of Term 2 (late May).** Students will get to have 5 choices and will be allocated to one of their 5 selected choices.
- Details on CCA selection will be **sent via PG** to parents at the end of Term 2.
- Changing of CCA in Primary 4 is **not encouraged**.

CCA Selection Process

- Talent-scouted students (e.g. Brass Band, Soccer, Choir, Budding Artist) who have joined the CCA in P2 **must still go through** the experience of CCA and selection process.

- If a student wants to carry on with the P2 CCA, they **must select that CCA as their first choice** in the P3 CCA selection form. They have the **choice of changing CCA** during the P3 selection process by not choosing that CCA as their first choice.

Gifted Education Programme (GEP)

Refer to https://www.moe.gov.sg/news/press-releases/20240819-strengthening-support-for-higher-ability-learners for details

Changes to GEP from 2026

CURRENT

- P3 pupils are identified for GEP via a screening and selection exercise
- Selected pupils are posted to 9 primary schools that offer the programme

NEW

- All schools to identify their own high-ability learners and have their own programmes to cater to the pupils' strengths and interests
- Those selected can remain in their schools
- Pupils may also join after-school enrichment modules at nearby schools

Key Features of the revised GEP

- Selection process will also be more holistic
  - standardised GEP selection test at Primary 3
  - identification through supplementary sources of information based on day-to-day observations, teacher recommendations and students' work.

Key Features of the revised GEP

- Identified students will remain in their own schools and no longer need to transfer at Primary 4 to the primary schools that run the GEP.

- Those who benefit from further development can choose to attend after-school modules at designated nearby schools.

More details will be shared in due course

Thank you!